

Factors Affecting Phonological Interferences of Wajo Buginese students at SMK Negeri 2 Model Wajo in Pronouncing English Sounds

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ABSTRACT

Native Language interference in the production of English sound is inseparable from some internal and external factors related to EFL learners. Revealing these factors is essential as those can be consideration for minimizing native language interference. Therefore, this research aimed to reveal the factors that affect phonological interference made by Wajo Buginese students in pronouncing English sounds. This study was conducted by using qualitative method, particularly in the form of case study. It was executed at SMK Negeri 2 Model Wajo, in March 2018 that involved five second-grade students from Banking and Micro Finance Program and five second-grade students from Automotive Program. To collect data about factors that affect the students' phonological interference, the researcher carried out interview. The recording obtained from the interview was then transcribed and analyzed based on the theory of Piske, MacKay, & Flege. about factors affecting second language pronunciation. It was observed that there are four factors that affect Wajo Buginese interference in the production of English sounds. They are age of learning English, motivation to learn English, English learning aptitude, and language use which is specified into oral communication or speaking skill.

Keywords: English language teaching, phonological interference, English sounds

BACKGROUND

Interference is also called language transfer or cross-linguistic influence, though these terms refers to a broader phenomenon and is often used interchangeably. Transfer suggests a practice in which some kinds of influence is essential for it to happen (Odlin, 2005, p. 3). In other words, one's native language influencing the language being studied is the result of transfer. Such influence may be positive when it facilitates the learning of skill by giving similarities between the two languages, or negative when a skill transferred from the L1 results in production that is different from the target language expectations (Derakhshan & Karimi, 2015, pp. 2113).

There are found difficulties in mastering second language due to the interference which is influenced by old habit, familiarity with mother tongue, and interaction of two languages communities. Interference can occur in the phonological, grammatical, lexical, and semantic systems (Festman, 2010, p. 5). These also occur in English learning by students whose native language is

Buginese. Based on the theory that when the speakers or language learners attempt to learn a second language, their habit influence the producing utterances for target language occasionally because in their brain hidden a psychological structure latent that will be activated automatically (Derakhshan & Karimi, 2015, pp. 2113). Difference of speech, distribution of space, and phonologies of English speech sounds and Buginese speech result in difficulties at phonological manner.

Phonological interference of mother tongue made by Buginese students is seen by the writer as an urgent problem to be solved. Based on the researcher's observation to the Buginese students of SMK Negeri 2 Model Wajo on July 30th 2018, especially in the 3rd grade, the students still made some mistakes in producing English sounds and got confused in catching what someone meant when they were speaking each other. Many problems were caused by the inappropriate pronunciation made by the learners when they spoke English, because they could not produce the correct sound. Negative transfer of Buginese towards English speech sounds occurred frequently.

Considering the learners' lack in English pronunciation and the urgency of pronunciation in speaking skill, the writer was initiated to find out some factors that might affect the students' English pronunciation. Among many factors influencing pronunciation, native language interference is considered to be one of the most influential aspects (Hu, 2015, pp. 4-5). Therefore, the researcher would try to conduct a research under the title "Factors Affecting Phonological Interferences of Wajo Buginese Students in Pronouncing English Sounds"

LITERATURE REVIEW

Native language interference is still important issue in teaching of English as second or foreign language. Many researchers conducted studies regarding this issue. In Bangladesh, Islam and Akteruzzaman (2016, p. 173) revealed that there were two forms of native language interferences made by students in Bangabandhu Sheikh Mujibur Rahman Science and Technology University (BSMRSTU) in the production of English sounds. They were epenthesis which was inclination toward the addition of another vowel sound while pronouncing certain word and substitution in how the students were struggling with the actual sounds of the received pronunciation.

Similar to the previous finding, Sabbah (2015, p. 288) found that there occurred native language interference in Arabic students when pronouncing English. They substituted or borrowed phoneme from some sounds in English. It was because Arabic has only one letter for each sound, like the English sound /θ/ which is represented by two letters /θ/ is represented in Arabic by one letter only /ث/, so spelling might be easier in Arabic than it is in English. Another case was that Saudi students substituted the voiced bilabial stop /b/ for the voiceless bilabial stop /p/.

Another finding in respect to native language interferences to second language is the research result which was obtained by Zheng (2018, pp. 1478-1484). He revealed that learners in Northwest China could not make a clear distinction between /n/ and /l/, /ei/ and /en/, /u/ and /əʊ/. All these were caused by their

problems of distinguishing several Chinese phoneme pairs in their dialects. Further, in central China, the learners had confusion of phonetic pairs and there was no long or short vowels in dialect in Central China. As a result, the learners in this area were confused with these phonetic pairs: /n/ and /l/, /u:/ and /ʊ/, /i:/ and /i/, /w/ /f/ and /v/, /f/ and /h/.

1. The Concept of Phonology

Phonology is the study of how sounds are organized and how they function in language. Hawkins (2018, pp. 121-124) defined Phonology as the study of sound patterns in language. It stands alongside syntax, morphology, and semantics as one of the major branches of linguistics. From a neurobiological or cognitive neuroscience perspective, one can therefore consider Phonology as the study of the mental model for human speech (Idsardi & Monahan, 2016, p. 141).

According to Skandera and Burleigh (2006, pp. 11-12), phonology deals with speaker's knowledge about the sound systems that occurs in a language. It is the description of the system and patterns of sounds that occur in a language. It involves a language to determine its distinctive sounds and to establish a set of rules that describe the set of changes that takes place in these sounds when they occur in different relationship with other sounds (Gries, 2011, p. 491). Further, Kaye (2013, p. 9) stated that Phonology may be defined as the study of the systems of linguistically significant sounds. It deals with the sounds systems of language out of the very wide range of sounds the human vocal apparatus can produce, and which is studied by phonetics, only a relatively small number are used distinctively in any one language.

2. Interference

Interference is deviation from the norms of either language which occurs in speech of bilinguals as a result of their familiarity with more than one language. It is usually defined as the unintended use of the current non-target language during target-language production Derakhshan and Karimi (2015, p. 2113). Linguistics interference parallels the sociological situation of bilingualism. Interference is one of the current problems in foreign language teaching. It may be viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical, and orthographical (Lekova, 2010, pp. 321-322). In specific, the term phonological is defined as items including foreign accent such as stress, rhythm, intonation and speech sound from the first language influencing the second one.

Mahmud (2017, p. 57) states that Phonological interference may be mostly caused by borrowing system from another language. It is also called the interference of sounds if a speaker reproduces sounds of one language and make mistakes by adapting it with another language. Phonological interference mostly happens when the learners tend to substitute the particular target language sound with mother tongue phonemes when uttering one letter. It is because there are certain sounds of target language which do not exist in the mother tongue. Besides, the second language learners identify that target language as being the same as the mother tongue sounds which are actually different.

3. Factors Affecting Second Language Pronunciation

Students' ability to pronounce second or foreign language cannot be separated from some aspects related to the students. Piske et al. (2001, pp. 195-204) stated that there are six factors that possibly influence second or foreign language pronunciation. The factors are described as follows:

a) Age of Learning

Age plays an important role in second language learning. It is often claimed that a critical period (CP) exists for human speech learning. According to the critical period hypothesis, complete mastery of a second language is no longer possible if learning begins after the end of the critical period. Individuals who began learning an L2 before the end of the critical period for speech learning would have a much better pronunciation than individuals first exposed to the L2 after the end of the critical period.

b) Gender

Most studies have identified gender as a significant predictor of degree of second language pronunciation. It gives significant influence on second language pronunciation ability. Females are usually assumed to have better pronunciation. However, many other studies suggested that the effect of gender may vary as a function of age of learner and amount of second language experience

c) Formal Instruction

Pronunciation as one of fundamental elements of English language has long been taught in formal instruction at school. Teachers are demanded to teach students English pronunciation to perform appropriate English communication skill.

d) Motivation

Having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation. Students can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Positive orientation to the language appears to be important factors in developing native-like pronunciation.

e) Foreign Language Aptitude

Aptitude is related to auditory processing, such as phonemic coding. This in turn allows second language learners to hold more information regarding unfamiliar sounds, such as input processing, and makes it available for more detailed and refined linguistic analyses. According to Carroll and Sapon, as cited in Sadeghi and Khonbi (2015, p. 78), language learning aptitude is described as a complex of basic requisite abilities that make foreign language learning easier.

f) Language Use

Language use deals with how much second language learners spend their time speaking English at home or outside school. A high level of second language proficiency is much more likely to be maintained if the learners continue to use the second language frequently. Students who used English relatively often were found to have a significantly better pronunciation of English than students who used English relatively seldom.

4. Wajo Buginese Dialect

The Buginese Language Mapping lists ten dialects of Bugis which are Luwu, Wajo, Bone, Sinjai, Soppeng, Sidenrang, Pare-pare, Pinrang, Campalagian, and Pasangkayu. These dialects have different characteristics that distinguish them from one another (Noorduyn, 1991). Further, Sirk (1983) lists six tentative dialects of Bugis: Bone, Wajo, Soppeng, Luwu ', a Southern dialect encompassing the Sinjai-Bulukumba area, and a North-western dialect covering the Sidenrang-Rappang area.

Wajo Buginese as one of Buginese dialects has special characteristics that distinguish it from other dialects of Buginese. Wajo Buginese is spoken by Wajo Buginese society in Wajo Regency. This dialect is identified by particular vocabularies which are spoken only by Wajo Buginese speakers and different from other dialects of Buginese. The difference also can be identified through particular sounds including vowels and consonants which are solitary only for Wajo Buginese (Noordyun, 1991).

RESEARCH DESIGN

This research was conducted through case study. Gay (2012, p. 443-444) defined case study in terms of the research process that is study of an empirical inquiry that investigates a contemporary phenomenon within its real – life context, especially when the boundaries between phenomenon and context are not clearly evident. Further, the researcher applied discourse analysis as the approach for analyzing the phonological interference made by Wajo Buginese students. In selecting the research subjects, the researcher applied purposive sampling by considering the native language of the students. From the sampling, 10 students were selected as the participants of the research. They were five second-grade students from Banking and Micro Finance Program and five second-grade students from Automotive Program. The instrument used in this research was interview guideline that consisted of twelve questions regarding factors that affect second language pronunciation. To collect data, the researcher carried out interview to the 10 participants. The recording obtained from the interview was then transcribed and analyzed based on the theory of Piske, MacKay, & Flege. about factors affecting second language pronunciation.

FINDINGS

From the interview with the 10 participants, the researcher obtained data about the students' native language, as well as their learning of English pronunciation. The result of the interview is presented as follows:

a. Native Language

Native language or mother tongue is the language which a person has grown up speaking from early childhood. It is a language that a person has been exposed to from birth.

Extract 1. Students' Native Language

The researcher asked the first participant (P1) about the language that she used for daily speaking.

R : Bahasa apa yang biasanya kita gunakan dalam percakapan sehari-hari?
(What language do you use for everyday conversation?)

P1 : Biasanya Bahasa Bugis Bu (I usually use Buginese, Mam)

(on Tuesday, April 30th, 2019)

Extract 1 above shows the native language of the first participant (P1). It can be interpreted from the extract that P1's native language was Buginese. It is based on her answer when she was asked about what language she used for daily conversation that was "***Biasanya Bahasa Bugis Bu***" which means "***I usually use Buginese, Mam***". This response indicates that P1 always used Buginese as mean of communication in her daily life, which also means that her parents and other people around her also spoke Buginese in their everyday life. This situation made P1 always heard Buginese which then naturally acquired it as her native language. Because P1 had spoken Buginese for long time and had been accustomed with it, she then found difficulties in pronouncing English sounds. This occurred because some sounds which are available in English are not available in Buginese. Therefore, P1's native language, Buginese, had become factor that affects P1's English pronunciation.

b. Age of Learning English

Age is one of factors that plays an important role in second language learning.

Extract 2. Student's Age when Starting Learning English

The researcher asked the first participant (P1) about when she started learning English.

R : Dari usia berapa ki belajar bahasa Inggris? (at what age did you start learning English?)

P1 : Dari umur hm... waktu SMP kelas 1 Bu (When I am hm ... in the first grade of junior high school, Mam)

(on Tuesday, April 30th, 2019)

Extract 2 above provides information about the time when P1 started to learn English. It shows that P1 started to learn English when she was about thirteen years old. It can be seen through her answer "***Dari umur hm... waktu SMP kelas 1 Bu***" which means "***when I am hm ... in the first grade of junior high school, Mam***". Based on the answer, it can be interpreted that P1 began her English learning at the age of thirteen years old because in general, students who sit at the first grade of junior high school are at the age between twelve and fourteen years old. This late age of learning English made P1 found difficulties in pronouncing English sounds. It was because she had never learned English until she was 13 years old, which also means her experience in learning English, particularly in

speaking English was still limited. Therefore, P1's age of learning English became one of factors that influence her English pronunciation.

c. Formal Instruction

Formal instruction is the education that a student receives in a classroom setting from a pre-designed syllabus. Pronunciation as one of fundamental elements of English language has long been taught through formal instruction at school in Indonesia.

Extract 3. Teaching of English Subject at School

R : Seberapa sering guru Bahasa Inggris ta ajarkan cara pengucapan bahasa Inggris? (How often does your teacher teach English pronunciation?)

P7 : E... kadang-kadang Bu kalau di kelas (E... sometimes in the classroom)

R : Bagaimana caranya guruta ajarkan pengucapan Bahasa Inggris di kelas? (How does your teacher teach English pronunciation?)

P7 : E... siswa disuruh membaca cerita Bahasa Inggris di buku cetak. Setelah itu guru memperbaiki bacaan siswa (E... the students are asked to read English story in the textbook. After that, the teacher corrects students' pronunciation).

(on Tuesday, April 30th, 2019)

Extract 3 above reveals the teaching of pronunciation at SMK Negeri 2 Model Wajo according to P7. It can be interpreted that the English teacher often taught the students about English pronunciation and it was by directing the students to read aloud English text in the textbook alternately, then giving correction to the student's incorrect pronunciation. It is reflected in the P7's answer when he was asked about how often the English teacher teaches pronunciation, that was "**E... kadang-kadang Bu kalau di kelas**" that means "**E... sometimes in the classroom**". Further, when P7 was asked about how the teacher teaches pronunciation in the classroom, he answered by saying "... **siswa disuruh membaca cerita Bahasa Inggris di buku cetak. Setelah itu guru memperbaiki bacaan siswa**" that means "**... the students are asked to read English story in the textbook. After that, the teacher corrects students' pronunciation**". In spite of the English pronunciation teaching which was often delivered by the teacher at school, P7 still committed some errors in pronouncing English sounds. It was because the direct correction which was often given by the teacher made the students only recognize the correct pronunciation of some English words without providing the students any learning activity to pronounce the words repeatedly. As the result, P7 would easily forget the correct pronunciation which he had learned and could not learn much about English pronunciation from the English class. So, it can be concluded that English pronunciation instruction did not give significant effect on P7's English pronunciation ability.

d. Motivation

Motivation for learning the language determine whether the learner will develop good pronunciation. Students can become highly proficient, even native-like speakers of second languages, especially if motivated to do so.

Extract 4. Student's Motivation to Learn English Pronunciation

The researcher asked the first participant (P1) about her desire to have good English pronunciation, as well as the effort she did to learn English pronunciation

R : Adakah keinginan ta untuk bisa bicara Bahasa Inggris dengan fasih? (Do you have desire of having good English pronunciation?)

P1 : Iya bu (Yes, Mam)

R : Apa alasan ta mau bisa bicara Bahasa Inggris dengan fasih? (Why do you want to have good English pronunciation?)

*P1 : **Hm... supaya jadi pintar Bu, jadi ... bisa punya keahlian Bahasa Inggris** (Hm... so I can be smart, Mam, so... I can have English skill)*

R : Seberapa sering kita melatih pengucapan bahasa Inggris ta? (How often do you practice your English pronunciation?)

*P1 : **Hm... jarang Bu. Paling kalau belajar di kelas... e... kita belajar e... seperti baca cerita Bahasa Inggris begitu** (Hm... rarely, Mam. Probably only when I learn English in the class...e... we learn e...like reading English story, like that)*

R : Kalau di rumah biasa juga baca-baca teks Bahasa Inggris? (When you are at home, do you often read English texts?)

*P1 : **Tidak Bu. Paling kalau ada PR** (No, Mam. Probably only when I have homework)*

(on Tuesday, April 30th, 2019)

Extract 4 above indicates the motivation of P1 to learn English pronunciation. It is shown that P1 had desire to have good English pronunciation because she thought it is important to have English communication skill. However, she rarely practiced her English pronunciation. She practiced it only as learning material in English class, but never practiced it at home. It is reflected in her answer when she was asked about the reason why she wants to have good English pronunciation, that was “*supaya jadi pintar Bu, jadi ... bisa punya keahlian Bahasa Inggris*” which means “*so I can be smart, Mam, so... I can have English skill*”. Further, when she was asked about how often she practices her English pronunciation, she answered by saying “*jarang Bu. Paling kalau belajar di kelas*” which means “*rarely, Mam. Probably only when I learn English in the class*”. Considering the little effort done by P1 to learn English pronunciation, it can be interpreted that P1 had low motivation to learn English pronunciation. As the result, P1 was not enthusiastic to learn English pronunciation which then made her have limited knowledge about it. Having limited knowledge about English pronunciation made P1 committed some errors in pronouncing English words. Therefore, it can be concluded that P1's low motivation to learn English pronunciation was one of factors that caused interference in her English pronunciation.

e. Foreign Language Aptitude

Foreign language aptitude refers to a set of perceptual and cognitive abilities which are assumed to help second or foreign language learners acquire their target language in an effective and efficient fashion.

Extract 5. Student's English Learning Aptitude

The researcher asked the first participant (P1) about her perception regarding English pronunciation, including whether it is easy or difficult, as well as the difficulty she encountered in English pronunciation.

R : Menurut *ta*, pengucapan bahasa Inggris mudah atau sulit? (in your opinion, is English pronunciation easy or difficult?)

P1 : ***Hm... susah Bu*** (Hm... it is difficult, Mam)

R : *Apanya yang susah?* (What makes it difficult?)

P1 : ***Biasa tidak saya tau cara bacanya Bu, e... karna beda cara bacanya dengan tulisannya.*** (Usually I do not know how to read it, Mam, e... because the way it is pronounce is different from the writing)

(on Tuesday, April 30th, 2019)

Extract 5 above describes the English learning aptitude of P1. It is shown that P1 perceived that English pronunciation is difficult. It is reflected in her answer when she was asked regarding her perception about English pronunciation, that was “***Hm... susah Bu***” which means “**Hm... it is difficult, Mam**”. Further, she perceived English pronunciation is difficult because she did not know the pronunciation of unfamiliar words as it is not pronounced in the way Indonesian language is pronounced. It is revealed through her answer when she was asked about what the difficulty is. She said “***Biasa tidak saya tau cara bacanya Bu, e... karna beda cara bacanya dengan tulisannya***” that means “**Usually I do not know how to read it, Mam, e... because the way it is pronounce is different from the writing**”. Since P1 perceived that English pronunciation is difficult, it can be interpreted that P1 did not possessed English learning aptitude. As the result, she found some difficulties in learning English pronunciation, especially not knowing the correct pronunciation of many unfamiliar words. So, it can be concluded that another reason why P1 often mispronounced English words was because she did not have English learning aptitude that can help her learn English easier.

f. Language use

Language use deals with how much second language learners engage with the language being learnt whether it is through receptive and productive skills. Therefore, for EFL students, it is about how much the students spend their time listening and speaking English, as well as reading or writing English text either inside or outside school.

Extract 6. Student's engagement with English

The researcher interviewed the first participant (P1) about how often she listens, reads, writes, and speaks English.

- R : *Biasa ki mendengarkan audio Bahasa Inggris?* (Do you often listen to English audio?)
- P1 : *Audio ...*
- R : *Seperti lagu Bahasa Inggris atau video Bahasa Inggris* (Like English song or English video)
- P1 : ***Hm... tidak terlalu Bu*** (Hm... not really, Mam)
- R : *Bagaimana dengan membaca atau menulis teks Bahasa Inggris?* (How about reading or writing English text?)
- P1 : ***Kalau membaca Bu biasa. Tapi kalau menulis jarang. Palingan kalau ada tugas*** (I often read English text, Mam, but I rarely write it. Maybe only when I have assignment)
- R : *Kalau berbicara pakai Bahasa Inggris, biasa?* (How about speaking English?)
- P1 : ***Auwe tidak Bu. Tidak lancar saya Bahasa Inggris Bu.*** (No, Ma'am. I am not fluent in speaking English)

(on Tuesday, April 30th, 2019)

Extract 6 above indicates P1's engagement with English. Based on the extract, it can be interpreted that P1 was often engaged with English, but only through reading English text. He rarely listened to English audio, wrote English text, or spoke English. It can be seen that when P1 was asked whether or not she often listens to English audio, she answered by saying "***Hm... tidak terlalu Bu***" that means "***Hm... not really, Mam***". Then, when she was asked about how often she reads or writes English text, she responded by saying "***Kalau membaca Bu biasa. Tapi kalau menulis jarang. Palingan kalau ada tugas***" that means "***I often read English text, Mam, but I rarely write it. Maybe only when I have assignment***". Further, her response about how often she practices speaking English was "***Auwe tidak Bu. Tidak lancar saya Bahasa Inggris Bu***" that means "***No, Ma'am. I am not fluent in speaking English***". Based on the responses, it can be seen that P1 was often involved in English through reading English text. However, she still committed many errors in English pronunciation. This occurred because P1 often read English text silently. She did not read aloud the text, which in turn, she did not directly practice to pronounce English words in the text. So, it can be interpreted that P1's habit of reading English text was not enough to help herself pronounce English words appropriately, or in other words, P1's mispronunciation of English words occurred because she rarely used English through listening and speaking.

DISCUSSION

Native language interference is crucial in second language learning since it is the major source of errors in second language learning as what behavioristic theory suggested (Khansir, 2012, pp. 1027-1028). In the learning of English as second or foreign language, the production of English sound, or what is called as pronunciation, is one of English language elements which is often interfered by the learners' native language, and it results to frequent mispronunciation of

English speech. Many researches have proven the interference of native language in the production of English sound as what had been conducted by Zhang and Yin (2009, pp. 144-146), Derakhshan and Karimi (2015, pp. 2112-2117), Sabbah (2015, pp. 269-288), Mishra and Anjani (2016, p. 38), and Zheng (2018, p. 1483).

The result of interview in this research indicates that Wajo Buginese students as the participants in this study share the same characteristic that is having Wajo Buginese as their native language. They have spoken Wajo Buginese from their childhood and use the language as mean of communication in their daily life. As the result, when they spoke English, some particular sounds cannot be pronounced appropriately by the students because those sound are not available in Wajo Buginese and they are not accustomed to produce such sounds. This finding is consistent with Goldrick et al. (2014, pp. 1033-1036) who found that native Spanish speakers' English productions are disturbed and encounter difficulties due to phonetic processing and language production systems which are not similar between Spanish and English. In addition, Bada (2001, pp. 10-12) discovered that Japanese speakers tend to shorten English long vowels because those do not exist in their native language phonological system and may also replace the sounds with other sounds being the closest counterparts of the vowels in Japanese. Therefore, it can be concluded that Wajo Buginese students' mispronunciation of particular English consonants are caused by the interference of the students' native language which is Wajo Buginese.

Mispronunciation of English speech due to the speaker's native language interference itself cannot be separated from some factors. Piske et al. (2001, pp. 195-204) stated that there are six factors that possibly influence second or foreign language pronunciation. They are age of learning second language, gender, language instruction, motivation, foreign language aptitude, and language use. Based on this theory, factors that affect Wajo Buginese interference in pronunciation of English consonants in this study is analyzed.

Students' age of learning English as foreign language is influential to the students' English pronunciation ability. Based on the findings of this research, the majority of Wajo Buginese students start learning English in the first grade of junior high school or in the age of 13 years old. It means that they never learn English until they are about 13 years old. This late age of beginning to learn additional language becomes one of the reasons why Wajo Buginese students find it difficult to speak English with appropriate pronunciation. This finding is supported by Hinkel (2011, pp. 409-410) who stated that those who begin to be exposed to a second language after age 12 cannot ever pass themselves off as native speakers phonologically and cannot attain native-like levels of proficiency, even though according to Derwing and Munro (2014, p. 42), the acquisition of native-like accuracy is not really important to second language teachers as long as learners' speaking understandable. Further, Dunn (2011, pp. 1-3) argued that the best time to learn additional language is in young age because children are natural language acquirers who are self-motivated to pick up language without conscious learning. They have the ability to imitate pronunciation and work out the rules for themselves. Therefore, Wajo Buginese students' English pronunciation is interfered by their native language because they just started to learn English when

they are about 13 years old and it is classified as late age to begin learning a new language.

Another factor that may be influential in students' English pronunciation is the formal instruction of English Pronunciation. It is inevitable that formal instruction plays an important role for students' English language development as it may be the only place for students to learn and practice their English, particularly in Wajo society. Through this study, it was found that the teaching of English subject at SMK Negeri 2 Model Wajo takes into account pronunciation practice to the students. The English teacher often instructs the students to practice their English pronunciation through reading aloud followed by correction from the teacher, as well as through demonstration of word pronunciations by the teacher then the students repeat what the teacher says. Despite the teaching of English pronunciation at the school, Wajo Buginese students still commit mispronunciation in a number of English words. So, it can be interpreted that formal instruction does not significantly affect the students' English pronunciation. This is in line with many studies examining the influence of formal instruction on degree of second or foreign language pronunciation such as the study conducted by Thompson, Elliott, and Flege et al., as cited in Piske et al. (2001, pp. 195-204). Those studies did not identify instructional variables as significant predictors of degree of second or foreign language pronunciation. On the contrary, Gilakjani (2012, p. 127) revealed the urgency of formal instruction by arguing that all learners can do well in foreign language pronunciation if the teacher and learner set individual teaching and learning goals, and participate together in the total learning process at school.

Students' learning motivation is also considered as one of factors that possibly causes students' native language interference in production of foreign language sounds. Motivation has also been widely researched on and agreed to be an important affective variable influencing Second or Foreign Language learning (Liu & Huang, 2011, pp. 1-2). According to Shaaban and Ghaith (2000, p. 632), learners' motivation to acquire a second or foreign language is determined by their desire and effort to practice English orally and in written ways. It is indicated in this study that all of Wajo Buginese students had desire to have good English pronunciation. They expected that they can speak English fluently to get better study and career opportunity in the future. However, the majority of Wajo Buginese students still have low effort to learn English pronunciation. They learn English pronunciation only through English subject at school and rarely -even 'never' for some students- learn it at home or outside English class. It indicates that Wajo Buginese students still have low motivation to learn English pronunciation. Similarly, Nurhayati (2015, p. 233) found that students in Madiun had low motivation in learning English pronunciation due to uninteresting activities in pronunciation learning. Besides, Al-Qudah (2012, p. 201) who observed Jordanian students' problems in English pronunciation noticed that the students most often pronounce English sounds in a wrong way because they are lack of the motivation for learning English pronunciation.

The fourth factor that is possible to influence students' English pronunciation is students' English learning aptitude. According to Carroll and

Sapon, as cited in Sadeghi and Khonbi (2015, p. 78), language learning aptitude is a complex of basic requisite abilities that make foreign language learning easier. Thus, ESL or EFL learners with English learning aptitude can better focus on improving accurate use of English speech, which in turn makes them perceiving English learning as easy and enjoying process. However, based on the findings of this research, most of Wajo Buginese students perceived that English pronunciation is difficult because they do not know the pronunciation of many English words and they are not adjusted to speak English so they feel their tongues are stiff and hard to pronounce English sounds. It can be concluded that the majority of Wajo Buginese students do not have English learning aptitude so they often find it difficult to learn English and results to the interference of their native language in their production of English sounds. This is in line with Baker and Haslam (2012, p. 456) who found that language learning aptitude affect pronunciation elements of foreign accent, fluency, and accuracy. In addition, Saito et al. (2019, p. 225) through their study concluded that in the long run, language learning aptitude factor steadily impacts the acquisition of relatively difficult pronunciation features, which otherwise require a big amount of input, interaction and practice, such as segmentals, word stress, and fluency

Beside the four factors described before, language use is also included as one of factors that can affect students' native language interference in their second language pronunciation. The findings of this study reveal that the majority of Wajo Buginese students are often engaged with English through listening English music, watching English video or movie, and/or reading English text. However, they rarely practice their English in oral speaking. Even though Wajo Buginese students are often involved in English, their English pronunciation is still interfered by their native language because their engagement with English is merely through receptive skills (listening and reading), not through productive skill, particularly speaking or oral communication. This is in line with Gilakjani and Ahmadi (2011, pp. 82-83) who state that to have good English pronunciation, what will help learners most is plenty of English conversation practice. Students need to practice conversation in English inside or outside the classroom. Further, Seyedabadi et al. (2015, p. 76) stated that pronunciation is considered as an integral part of oral communication since good pronunciation facilitates oral communication, and oral communication is the embodiment of pronunciation. It means pronunciation and oral communication or speaking skill are inseparable and support each other.

Considering the five factors described in the paragraphs above, it can be concluded that among the six factors that possibly influence second language pronunciation proposed by Piske, MacKay, and Flege, there are four factors that affect Wajo Buginese interference in the production of English sounds. They are age of learning English, motivation, English learning aptitude, and language use which is specified into oral communication or speaking skill. On the other hand, formal instruction does not significantly influential in Wajo Buginese interference in the production of English sounds.

CONCLUSION

As the conclusion, Wajo Buginese students made mispronunciation of particular English sounds as the result of their native language interference, in this case Wajo Buginese. This interference is also caused by some factors regarding the students' personal aspect and the English interaction at school. There are four factors that affect Wajo Buginese interference toward the production of English sounds. They are age of learning English, motivation to learn English, English learning aptitude, and language use which is specified into oral communication or speaking skill.

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